

## **SEAC Specialized Programs and Services Subcommittee**

### **Area of Focus: Transition**

### **3/18/2021 Meeting Minutes**

### **Call to Order: 5:34PM**

Attendees: Jenna Arndt, Shehnaz Khan, Bridget Gorey, Billie Jo Bevan, Sarah Conlin, Heidi Bunkua, Cristen Martin

Transition Team: Started meeting with a current status of Transition. Gave us feedback in the following areas:

- Bridget shared that transition is applicable to all students with IEPs – 9000 students. Transition Teacher in each high school and job coach in each high school as well.
- Transition teachers support middle school and elementary school.
- Returning graduates are also served in the CAST and PROJECT SEARCH service/programs
- 6 CAST Programs in 5 high schools and one in Salamander Resort. Can go up to 10 programs but have not added up to that as of now.
- Adding another program in 2022
- Stated the ability for students to participate in the ACHIEVE class. 6 classes across the county in 6 high schools. Bring in 12<sup>th</sup> graders. If they aren't able to enter into CAST, they are going through ACHIEVE in a modified "CAST curriculum". LCPS is aligning with employment first working with workplace readiness skills.
- Working on workplace skills, not a particular job.

SEAC Members shared the following feedback and concerns:

- Billie Jo share that capturing intrinsic motivation is so important. Find what the young person wants to do.
- Shehnaz stated the importance of parent involvement, especially when you have a child who is nonverbal and can't explain interests when asked.
- Shehnaz shared implementation is a concern. Consistency across schools is a concern.
- Heidi shared concern of why foundational skills in the community starting at a young age is so important. Feels CII was important when it was in the community. Kids come into contact with community is an important life and functional skill. Used example of learning a recipe and going on a bus to a grocery skill. The exposure starting young is beneficial.
- Billie Jo asked what school-based programs were doing to learn skills.
- Heidi asked for a listing of Transition teachers and who they serve.

Transition team's response to SEAC concerns:

- Bridget shared that's why transition assessments are really important to find intrinsic motivations. LCPS took and participated in technical grant. Bridget is working with VCU (technical assistance grant – three years ago from VDOE), what can you expect from the school. Create a document to share out to parents.

- Document that is parent oriented. The Schoology is an additional piece, that is a Schoology group of a one stop shop for resources. Created a Schoology course for staff assessments for transition, to build transition plans. Assessments broken down by post-secondary, and students with more significant needs, modified, and for parents to use.
- Bridget shared a snapshot of the jobs in high school – they are doing virtual job shadowing, following visual schedules, data entry, supplies of cafes, they have a garden and selling herbs at Cedar Lane, learning how to set tables, middle schoolers going to high schools to help with mail, elementary starting their own business and making dog treats.
- They stated they are going out with CII in elementary, middle, and high schools - 17 elementary have gone out for CIIs. There is no five-mile rule.
- They have indicator 13 & 14 with VDOE for outcome data.
- Rolling out a newsletter for transition. Monthly newsletter.

Came to an agreement for future dates for the third Thursday of the month from 5:00PM – 6:00PM

Adjourned at 6:43